ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/17/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001744	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Board of Education, Prince George's County, Maryland

5. TITLE OF DOCUMENT ABSTRACTED:
Let's Teach Word Analysis Skills

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN The Board of Education, Prince George's County, Upper Marlboro, Maryland
ORG.
ST.
CITY, STATE

9. PUBLISHER OR SOURCE The Board of Education, Prince George's County, Upper Marlboro, Maryland

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1963	56

TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
curriculum guide

16. INDEXING TERMS (6-12)

word analysis	syllabification	structural analysis		
teaching guide	teaching reading	reading		
reading skills	phonetic analysis			

17. ABSTRACT (MAX. 250 WORDS)

A guide on the teaching of word analysis skills is presented. Knowledge of word analysis alone does not ensure good reading ability. It should, however, enable the individual to become more independent in his reading. Skills developed through a knowledge of word analysis can do much to enhance the understanding of written material and to enable the student to become a more proficient reader.

The study of word analysis is approached through an understanding of the principles involved in four major areas: phonetic analysis or sound clues, structural analysis or sight clues, syllabification, and accent. Teachers are urged to lead their pupils in discovering for themselves the rules, principles, or generalizations in each of these areas of analysis and in expressing the principles in their own words. The exact wording of a rule is not important if the meaning is clear to the children. It is the understanding of the underlying principles of word analysis and the ability to apply these principles that make word analysis an invaluable tool in learning to read.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

1+D

375 Ee.1
E.2
ED001744

LET'S TEACH

WORD ANALYSIS SKILLS

THE BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND
William S. Schmidt, Superintendent

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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LET'S TEACH WORD ANALYSIS SKILLS

THE BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND
William S. Schmidt, Superintendent
Revised 1963

Educational Materials Laboratory
Office of Education
NOV 1964
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

FOREWORD

Recognition of the need for reading ability has become an accepted idea in our society. Our dependence on the written word as a means of communicating knowledge and ideas has grown steadily through history. The ability to read has become increasingly important to the members of our society.

Knowledge of word analysis alone does not ensure good reading ability. It should, however, enable the individual to become more independent in his reading. Skills developed through a knowledge of word analysis can do much to enhance the understanding of written material and enable the individual to become a more proficient reader.

This bulletin is prepared to give the teacher a background of information concerning word analysis. It is not anticipated that all of the material will be used by any one grade but rather that it will serve as a source of information aiding the teacher searching for information in this area.

I wish to commend Miss Anne Mildred Hoyle, Supervisor of Elementary Schools, Chairman of the Committee, the Principals, the Teachers, and the Consultants involved for their efforts in preparing this bulletin. I feel sure that it will make an excellent contribution to classroom instruction in this area.

William S. Schmidt
Superintendent of Schools

PREFACE

In developing an on-going program of curriculum improvement, the need for materials to supplement the regular instructional bulletins and guides is a natural outgrowth of the teacher striving to organize the instructional program for the pupils in the classroom. Recognizing that the area of word analysis is a key factor in helping pupils to gain insight and understanding of the written word and therefore is of prime importance to the total reading program, we are pleased to present this bulletin as a source of information.

The original committee of teachers, principals, supervisors, and consultants who started the work on this bulletin in 1954 was expanded to include a reading clinician and corrective reading teacher for the revision of the 1962 publication. This revised edition is the result of the cooperative work of these several committees and represents our continuing effort to provide our teachers with materials which will enhance our instructional program. The reception and interest afforded our first printing has led us to recognize the valuable contribution this bulletin has made to our teaching staff and to extend our commendation to each individual involved in its preparation.

Edward S. Beach, Jr.

Edward S. Beach, Jr.
Director of Curriculum

ACKNOWLEDGEMENT

The preparation of this curriculum bulletin has been a cooperative endeavor. Those who have collected and organized the information have profited from the experience. I believe they have a clearer understanding of the English language, a keener interest in the origin of words, and a better knowledge of the principles which operate in effecting changes in words. What they had written, originally for their own satisfaction, will become useful and helpful in teaching any and all of the language arts. Other teachers who turn to the bulletin as a resource will find in it much useful information, as well as, the answer to many of the perplexing questions which both teachers and children ask about words in our language.

Grateful acknowledgement for their investment of time and energy which made this bulletin a reality and a useful adjunct to the instructional program of our elementary schools, is made to Miss Anne Mildred Hoyle, Supervisor of Elementary Schools, Chairman of the Committee, and to the following teachers and principals:

Mrs. Helen Day	Chillum Elementary
Mrs. Helen Brittain	Hyattsville Elementary
Mrs. Flossie Rigsby	Hyattsville Elementary
Mrs. Edna Vander Linden	Hyattsville Elementary
Mrs. Ann Tobias	Thomas Stone Elementary
Mrs. Ellen Lipski	North Brentwood Elementary
Miss Mary Lizer	Thomas Stone Elementary
Mrs. Dolores Lancaster	Hyattsville Elementary
Mrs. Faith Loveless	Ridgecrest
Mrs. Thelma Rogers	Gallatin Primary
Mrs. Nell Myers	Reading Clinician
Mrs. Bertha Keys	Corrective Reading Teacher

Rowannetta S. Allen

Rowannetta S. Alien
Assistant Superintendent -
Elementary Education

STATEMENT FROM THE CHAIRMAN

This bulletin is a revision of "Let's Teach Word Analysis Skills" which was compiled in 1954 by a group of teachers and principals following an in-service program on the teaching of reading. Many requests for copies have prompted us to take a new look at the word analysis program and to prepare this revised edition.

Much additional material about word analysis has become available in recent years but it has often been difficult to locate information relevant to specific skills. The committee has attempted to organize the material in a way that would make it readily accessible.

Teachers need a wide background of information regarding word analysis skills if they are to take advantage of every opportunity of helping their students to form their own generalizations and to use their knowledge in learning new words. Few teachers will need or use all of the material included in this bulletin, but the more knowledge of word analysis skills they have, the more possibilities they will see and be able to utilize in their teaching.

The Chairman is deeply appreciative of the help and encouragement given the committee in 1962 by Dr. Mary Downing, Educational Consultant, and Miss Mary Coleman, Associate Professor, The George Washington University.

Anne Mildred Hoyle

Anne Mildred Hoyle
Supervisor of Elementary Schools
Chairman of the Committee

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INTRODUCTION

A knowledge of word analysis will not ensure that a person will become a good reader but it should help him become more independent in his reading.

There are various ways of working out unknown words but three methods used most commonly are:

- Context clues or meaning clues
- Phonetic clues or sound clues
- Structural clues or sight clues

Word analysis involves the use of both phonetic and structural clues. Phonetic analysis is concerned with the sound of letters and structural analysis with the structural elements, root words, prefixes, suffixes, syllabication, and accent.

Mere recognition of words is of little value alone. It must be accompanied by meaning to be of real worth. So context clues should always be used to check the accuracy of the analysis. The question, "Does this word make sense in this sentence?" should be asked by the reader to verify his analysis of the word.

In teaching word analysis, children should be led to discover the rule, principle, or generalization for themselves and should be encouraged to express it in their own words. The exact wording of a rule is not important so long as the meaning is clear to the children. The understanding underlying the analysis and the ability to apply this understanding

is what makes word analysis an invaluable tool in learning to read.

Teachers, because of their interest in and knowledge of word analysi should be careful not to teach more word analysis than the children have an immediate need for, since an over-emphasis on phonics can lead to confusion.

The different basic reading series have well-planned word analysis programs included in their reading program and their teacher's guides present many suggestions and techniques for the teaching of these skills. This word analysis phase of the program should not only accompany but should be an integral part of the total reading program.

DEFINITIONS OF TERMS

Accent - the emphasis given to a particular syllable or word in speaking it.

Affix - one or more letters or syllables added at either end of a word, a prefix, a suffix, or an inflectional ending.

Compound - a word composed of two or more simple words that combine their meanings to make a new word.

Consonant - a speech sound produced by stopping or releasing the air stream, or stopping it at one point while it escapes at another, or forcing it through a loosely closed or narrow passage, or by a combination of these. (WEBSTER)

There are twenty-four consonant sounds usually recognized. (See ON THEIR OWN IN READING, page 2)

. Double consonant--in this bulletin, the term refers to two consonants coming together which are the same or "twins."

Consonant blend - two or more consonant sounds, without a vowel between any of them, which are blended so closely that they are produced almost as one sound.

Consonant digraph - see Digraph.

Derived form (also called "derivative") - a word formed by adding a prefix or a suffix to a root word.

Diacritical mark - a mark added to a letter to show pronunciation.

Digraph - two letters representing one speech sound.

. Consonant digraph--two consonant letters together representing one speech sound, such as ck, ph, sh, th

. Vowel digraph--two vowel letters together representing one speech sound, such as ai, ea, ow (ō), ey

Dip: thong - two vowels in the same syllable blended so closely that they sound almost as one sound, such as oy in boy.

Inflected form - a word to which an inflectional ending has been added.

Inflectional ending - a meaningful element that is added to the ends of words to form:

. Plurals and the possessive case of nouns

. The past tense, the third person singular, present indicative, and the present participle of verbs

. The comparison of adjectives and adverbs

Morpheme - the smallest meaningful unit in the structure of a word.

Open syllable - see Syllable.

Phoneme - the smallest unit of sound, either consonant or vowel. Another kind of phoneme is accent which through its shift from the first syllable to the second may distinguish a noun from a verb meaning, as con' duct (noun) and con duct' (verb).

Phonetic analysis - a means of analyzing a word in order to determine its pronunciation. Visual clues are used in determining the consonant and vowel sounds and accent.

Phonetic element - any word part formed by a vowel sound followed by one or more consonants.

Phonetics - a term used to designate the science of speech sounds.

Phonics - the use of elementary phonetics in teaching beginners to read or enunciate. (WEBSTER)

Phonogram - used interchangeably with "phonetic element" (see above) by some writers.

Prefix - a syllable or a word put at the beginning of another word to make a new word.

Root word - the simplest form of a word.

Schwa - the vowel sound most commonly heard in unaccented syllables in English represented by the symbol, ə.

Structural analysis - the analysis of words in terms of their structural elements, root words, prefixes, suffixes, and inflected endings.

Suffix - a meaningful element, either a syllable or word, added to the end of a word to change its meaning or to make a new word.

Syllabication - the division of words into syllables.

Syllable - a part of a word containing one vowel sound.

. Closed syllable--a syllable which ends in a consonant.

. Open syllable--a syllable which ends in a vowel.

Vowel - a speech sound produced through an unobstructed passage from the lungs through the lips. Gray (ON THEIR OWN IN READING) recognized nineteen vowel sounds.

. Vowel digraph - see Digraph.

. Medial vowel--a vowel in a one-vowel word or syllable in which the vowel is between consonants.

I. PHONETIC ANALYSIS

A. SOME UNDERSTANDINGS OF PHONETIC ANALYSIS

1. The VOWEL letters are a, e, i, o, u, and sometimes w, y, and r.

   a. The letter w is a vowel when it is used after another vowel.

      It is part of:

      1) A diphthong in words such as now and cow.

      2) A vowel digraph in words such as low, know, shown, and own.

   b. The letter y is a vowel when it is used:

      1) Within a one-syllable word such as tryst, myth.

      2) Within a syllable such as bi cycle.

      3) At the end of a word such as my.

      4) At the end of a syllable such as py rex, py thon, cy press.

      5) As a part of a diphthong such as boy.

      (Note: The letter y takes the sound of i in 1) - 4) above.)

   c. The letter r is said to be vowelized when it is used after e as er.

      1) This inflectional ending may show "er of agent" as teacher or "er of comparison" as bigger.

      2) The vowelized r is affected by sounds of er in farmer, doctor, and dollar.

2. CONSONANTS are the other letters of the alphabet and sometimes w, y, and r.

   a. The letter w is a consonant when used at the beginning of words or syllables or before vowels.

      Examples: word we beware

   b. The letter y is a consonant when used at the beginning of words or syllables or before vowels.

      Examples: yes yellow beyond

   c. The letter r is a consonant when it is used

      1) In a consonant blend such as bread, crack, and fresh.

      2) At the beginning of words or syllables such as race and e rect.

      3) Before a vowel in the same syllable such as di rect and e ro sion.

3. The following consonants are impossible to pronounce in isolation: b, d, hard g, l, p, and t.

4. Consonants may be either voiced or unvoiced (or "voiceless" or "breathed"). When two consonant sounds are made in the same way (teeth and lip formation) but one is voiced and the other is unvoiced, they are called COGNATES, or companion sounds. The following pairs of consonants are cognates, or voiced and unvoiced equivalents.

VOICED	UNVOICED
b	p
v	f
w	wh (hw)

VOICED — UNVOICED --- continued

d . . . . . t
~~th~~ (hard - that) . . . . . th (soft - think)
z . . . . . s
zh . . . . . sh
j . . . . . ch (soft - child)
g (hard - gold) . . . . . ck

(Note: The hard th has a transverse bar through it to indicate the hard sound, ~~th~~.)

5. Sounded vowels are always voiced.

6. A VOWEL usually has a short sound when it is:

   a. At the beginning of a one-syllable word.

      Examples: end up am

   b. In a one-syllable word.

      Examples: run damp

   c. In a closed syllable.

      Examples: ad mit nap kin

7. A VOWEL usually has a long sound (or "says its name") when:

   a. It is a part of a vowel digraph.

      Examples: oa in boat ea in read ai in train

   b. The other vowel in the word or syllable is a final e.

      Examples: make mile Steve rule pole mis take

   c. It is at the end of a one-syllable word or an open accented syllable.

      Examples: go try lo cate

8. The consonant sounds l, r, and s blend easily with other consonant sounds to form CONSONANT BLENDS. They are also called "consonant clusters" and "compound clusters." Some of the most

frequently used consonant blends are:

bl	br	ch	cl	cr	dr	fl	fr	gl	gr
pl	pr	qu	sc	scr	sh	shr	sk	sl	sm
sn	sp	spl	spr	squ	st	str	sw	tr	tw

BETTS also lists: tch nk ts g (germ) j (jolly) x (fox)

BETTS classifies ch as a consonant blend and sh, th, and wh as consonant digraphs.

GRAY calls ch, sh, th, and ng "two-letter consonant symbols" which stand for one sound.

9. A CONSONANT DIGRAPH consists of two consonant letters representing one speech sound. BETTS lists the following consonant digraphs: sh wh th ck ng ph gn wr.

   (Note: Wh (h) is a consonant digraph in who and whole but is a blend (hw) in when and what.)

10. Some letters, both vowels and consonants, in words may be silent.

    Examples: sight fall knot pail made butter

11. One letter may stand for more than one sound.

    Examples: c in cut and cement g in get and germ
    s in bus, use, sure a in can, made, fall, tar, bare

12. Different letters may represent the same sound.

    Examples: cap --- kite let --- said --- bread
    mice -- kiss few --- fumes
    bridge - jam

13. The SCHWA symbol, ə, is used to denote the vowel sound most commonly heard in unaccented syllables in English.

    Examples: grammar mother motor glamor murmur zephyr

14. A DIPHTHONG is a speech sound changing continuously from one vowel to another in the same syllable.

"Proper or full diphthongs"

oy in boy	oi in boil	ow in cow	ou in out
i in ice	ew in few	u in pupil	y in by

A consonant diphthong is an inseparable consonant combination.

Examples: ch (t and sh) j (d and zh)

15. Some writers use the terms, PHONOGRAM and PHONETIC ELEMENT, interchangeably to refer to any word part formed by a vowel sound followed by a consonant or consonants. (GINN)

The most commonly used phonograms are:

a - ack ad ag am an and ang ank ap ast at
ail ait ake ame ate ay
all aw
air are ar arm

e - ed ell en et ent
ee eep eet ēa ĕa
ew er

i - id ig ip is it ill ing ick ish
ide ight ike ile ime ive

o - ock og on op ov
oat oke old ome ope ow
oon ook
oy oi
or

u - ick um ump
use uit ew
ur

16. If phonograms such as ap, im, un, ot, and en are emphasized, they will help in sounding one-syllable words but usually will not work in words of more than one syllable. (BETTS)

Examples: ap will help in tap but not in capable, apron, paper
ig will help in big but not in digest, migrate
et will help in met but not in determine, meteor
aw will help in saw but not in award, aware
ot will help in hot but not in hotel

17. The PRINCIPLE (see the next section - Vowel Principles)

should be emphasized rather than the PATTERN (phonograms).

B. SOME PRINCIPLES OF PHONETIC ANALYSIS

1. In one-vowel words or syllables in which the vowel is between consonants, the vowel is usually short unless it comes at the end of a syllable. (See Syllabication Principles.) CLUE

   This is called the principle of the medial vowel and can be applied generally to the pronunciation of words. (GINN)

   Examples: run camp step not hid rab bit va cate

2. In one-vowel words the vowel is usually long if it comes at the end of the word. CLUE

   Examples: go try me she by fly no he be

3. If there are two vowel letters in a word, or in an accented syllable, one of which is final e, the first vowel letter usually has a long vowel sound the final e is silent. CLUE

   Examples: ride hope made rude be have' ig nite'

4. In words or accented syllables containing vowel digraphs (two vowel letters together, as ai, ay, ea, ee, ey, oa), the first vowel is usually long, and the second silent. CLUE

   Examples: feet tie boat train con tain'

   Exceptions: breath field build etc.

5. A vowel at the beginning of a two- or three-letter word or syllable usually has a short sound. CLUE

   Examples: at is on up add egg imp ad mit emp ty

6. If the only vowel in a word is followed by r, the sound of the vowel is usually controlled by the r sound that follows it. CLUE

   Examples: park bird her store fur

7. If the only vowel letter in a word or syllable is a followed by l or w, the a usually has neither the long nor the short sound. CLUE

Examples: claw tall awning falter

8. The letter y usually takes the sound of i.

a. Y usually takes a long i sound when at the end of one-syllable words.

Examples: try my by fly CLUE

b. Y usually takes a short i sound when at the end of words of more than one syllable.

Examples: cit y bod y ba by grav i ty man y

Exceptions: mag ni fy mys ti fy

c. Y usually takes a short i sound when used in closed words or syllables.

Examples: tryst myth sys tem mys tic

9. When a vowel comes at the end of a stressed or accented syllable, it is long; when the vowel comes at the end of an unstressed syllable, it is usually half-long or it takes a schwa (ə) sound.

Examples: be low' de tail' re turn' a gent (a'jənt) ago (ə go')

10. In words of more than one syllable, a single vowel letter usually has a short sound or the schwa sound unless it comes at the end of the word or syllable.

Examples:

vi' o lin
- i is long at the end of an accented syllable
- o has a schwa sound - is unaccented
- i is short in a closed syllable

ra' di o - a is long at the end of an accented syllable
i is a short vowel sound
o is long at the end of the word

di' a gram - i is long at the end of an accented syllable
a has a schwa sound - is unaccented
a is short in a closed syllable

11. A single vowel before a double consonant is usually short. CLUE

Examples: butter bottle saddle kettle riddle

12. One consonant letter and final e following the first vowel letter in a word usually is a clue to the long vowel sound (vowel-consonant-vowel--vcv). CLUE

Examples: age place page save huge

13. Before ed or ing is added to a one-syllable word that has a long vowel sound and ends in final e, the letter e is dropped but the long vowel sound is kept in the inflected form.

Examples: hate hated ride riding rope roping

14. A single vowel letter followed by one consonant letter before an ending or suffix beginning with a vowel may be a clue to a long vowel and a dropped final e in the root word (unless it is followed by the letter r). CLUE

Examples: dining tuned scaling moping splicing (storing)

15. Two or three-consonant letters and final e is usually a clue to the short vowel sound (vccv). CLUE

Examples: glance tense prince glimpse

16. Two vowel letters followed by a single consonant letter (vvc) before an ending or a suffix is a clue to a long vowel sound, unless the vowel letters form a special two-letter symbol

(oo, ow, ou, oi, au, aw, etc.)

Examples: dreaming sailed (boiling, bloomed)

17. Final e in words ending in ce, ge, and ve, is not necessarily a clue to the preceding vowel sound. Final e after c or g is a clue to the soft sounds of c and g, ce (s) and ge (j). CLUE

(Note: Final v is automatically followed by e in English spelling.)

Examples: prince fringe twelve

18. When the suffix, -able, is added to words ending in ce or ge, the e is retained in order to keep the soft sound of the c and g.

Examples: peaceable changeable serviceable

19. A single vowel letter followed by two like consonant letters (other than r) before an ending or a suffix beginning with a vowel is a clue to a short vowel sound in the root word. CLUE

See also 26 (6).

Examples: thinner stunned splitting (stirred)
mopping fussy scanning

20. A vowel sound is usually long in an open accented syllable and usually short in a closed accented syllable.

Examples: fa' vor fam' i ly

21. The principle of long and short vowels in open and closed syllables is affected by syllable division.

Examples: di vide' di vi' sion di vis' i ble

22. Some combinations of two vowel letters have different sounds in different words. A digraph consists of two letters representing one speech sound. The two letters may occur at the beginning, in the middle, or at the end of a word.

a. A vowel digraph consists of two vowel letters representing one vowel sound.

1) In most of the vowel digraphs, the first vowel is long and the second is silent.

Examples: aid sleep blow bead people

2) Sometimes the first vowel is silent and the second long.

Examples: believe field great guide

3) In some digraphs, the first vowel is short and the second is silent.

Examples: breath bread feather spread
weapon heavy leopard dead

4) In a very few digraphs, the first vowel is silent and the second is short.

Examples: friend build rough

5) In some words, the vowel sound is neither long nor short but has a different sound.

Examples: again neighbor does cough

VOWEL DIGRAPHS (Examples of 22. a. (1) - (5))

First long Second silent	First silent Second long	First short Second silent	First silent Second short	Neither long Nor short
braid	aisle	. . . .	. . . .	again
pie	believe	. . . .	friend	. . . .
doe	. . . .	. . . .	. . . .	does
receive	. . . .	. . . .	. . . .	neighbor
blow	. . . .	. . . .	. . . .	cow
dough	. . . .	. . . .	rough	cough, round, through
. . . .	guide	. . . .	build	. . . .
clean	great	already	. . . .	. . . .
read	break	read	. . . .	. . . .
tease	steak	steady	. . . .	. . . .
stream	believe	head	. . . .	. . . .
gleam	field	meant	. . . .	. . . .
steal	. . . .	bread	. . . .	. . . .
mean	. . . .	pleasant	. . . .	. . . .
bead	. . . .	breath	. . . .	. . . .

(Note: Moon has a long oo sound; book has a short oo sound.)

b. A consonant digraph consists of two consonant letters representing one speech sound.

Examples: ck, gh, gn, kn, ng, ph, sh, th, wh (h sound as in who), wr

Consonant digraphs are pronounced in different ways.

In some consonant digraphs,

1) The first letter is sounded and the second is silent, as g in ghost.

(Note: The letters, gh, are pronounced differently when used in different parts of words.
. Gh at the beginning of words usually has a hard g sound, as ghost.

. Gh at the end of words usually has an f sound, as rough, cough, enough.

. Gh is usually silent when followed by t, as fight, right, eight, bought, caught.)

2) The second letter is sounded and the first is silent, as ck in back, gn in gnaw, kn in knot, wr in write, wh in whole.

3) The letters represent a simple sound, unlike the name of either letter in the digraph, as in (sh)oe, (ph)one, (th)in.

23. CLUES TO VOWEL SOUNDS IN ONE-SYLLABLE WORDS

CLUES	VOWEL SOUNDS
. A single vowel letter at the beginning or in the middle of one-syllable words	SHORT vowel sound
. A single vowel letter at the end	LONG vowel sound
. Two vowel letters together	LONG vowel sound
. Two vowel letters one of which is final e	LONG vowel sound
. A vowel letter followed by r	Vowel sound that is NEITHER long nor short

II. STRUCTURAL ANALYSIS

STRUCTURAL ANALYSIS is the analysis of words in terms of their structural elements--root words, syllables, compounds, derivatives, inflectional endings, prefixes and suffixes, and the division of words at the end of a line--and of the use of accent marks.

A. SOME UNDERSTANDINGS OF STRUCTURAL ANALYSIS

1. A root word is the simplest form of a word. It cannot be reduced to a more simple form in the language from which it was taken. A root word has meaning or meanings of its own.

   Examples: good man nine dream

2. Other words may be derived from a root word.

   Examples: manly dreamer replace mankind

3. A stem is the main part of a word. It is the part of a word to which various endings may be attached. The stem is derived from and is often identical with the root.

   Examples: run running runner ran

   * The root six is the stem in sixty.

4. A syllable is the part of a word containing one vowel sound.

   Examples: read ing jumped cap i tal play ing
   com pare thank ful

5. A compound word is one made up of two or more simple words.

   Examples: schoolhouse outdoors fireplace

6. Derivatives are words formed by adding prefixes or suffixes to a root word. A root word is a meaning unit in a derivative of a known word. Prefixes or suffixes may have meanings of their own.

   Examples: happiness unhappy

7. Inflected forms are words to which an inflectional ending has been added.

   a. Inflectional endings are the -er and -est (of comparison), -er (agent), -d, -ed, -s, -'s, -s', -es, -ing, -en.

      Examples: bigger biggest farmer boys boxes raced

   b. A root word is the meaning unit in an inflected form of a known word. It always retains its meaning in the compound or inflected form.

   c. Inflected forms are used to show case, number, gender, person, tense, mood, or comparison.

   d. Variants are inflected forms of a word made by adding endings, such as -s, -es, -ed, -ing, -'s, -s', to the root words. This variation of form is used to indicate a change of meaning by showing a grammatical change. Five parts of speech are inflected:

      Adverbs Adjectives Nouns Pronouns Verbs

      Examples: happily shorter dishes hers walked

8. Affix is a term used to denote a prefix, a suffix, or an inflectional ending.

9. Prefixes and suffixes are meaning units.

a. A prefix is a syllable or a word put at the beginning of another word to make a new word.

1) A prefix is an inseparable form, that is, a form that cannot stand alone as a word with a definite meaning of its own.

Examples: pre- com- con-

2) A combining form is a word or a special form of a word with a definite meaning of its own.

Examples: counter - counterbalance
tele - television
in - insanitary
out - outdoors
intra - intramural

3) According to a study made by STAUFFER of the prefixes occurring most often in the 20,000 words of the Thorndike list, approximately one-fourth of the words had prefixes and the following fifteen prefixes were used in more than 80 per cent of the words having prefixes:

Prefixes -- Meanings

ab-	from
ad-	to
be-	by
com-, (con-, col-)	with, together, very
de-	from
dis-	apart, not, opposite of stem
en-	in
ex-	out
in-	into
in-	not
pre-	before
pro-	in front of
re-	back, again
un-	not

4) Prefixes with "NOT" meaning

un-	(not)	unkind, unsafe, unhappy
im-	(not)	imperfect, improper
in-	(not)	indirect, insane, inefficient
dis-	(not)	dislike, displease
non-	(not)	nonmagnetic, nonpayment
ir-	(not)	irregular
il-	(not)	illegal

5) Con is a common Latin prefix.

Examples: conceive conspire convict

Con becomes com before an m.

Examples: commit commerce community

Con becomes col before an l.

Examples: collect collide

b. A suffix is a meaningful element added to the end of a word to change its meaning or to make a new word. It may be a syllable or a word.

SUFFIXES - PARTS OF SPEECH - MEANINGS - EXAMPLES

-less	(adjective)	without (heartless, motorless, sleeveless)
-er	(adjective variant)	more (bigger)
-y	(adjective)	full of (angry), like (messy, sleepy)
-ful	(adjective)	full of (wonderful, healthful)
-ward	(adjective)	toward (upward, downward)
-ish	(adjective)	like a (foolish), of the nature of (mannish), somewhat (tallish)
-ous	(adjective)	full of (envious, pompous), having (famous), like (bulbous)
-ical	(adjective)	of (hysterical), belonging to (Biblical, historical)
-or	(noun)	one who--agent (inventor, actor) that which (regulator)
-er	(noun)	one who--agent (farmer, plumber)
-ness	(noun)	state of being (darkness), having the condition or quality of (business)

SUFFIXES - PARTS OF SPEECH - MEANINGS - EXAMPLES

-ation	(noun)	act of (representation)
-tion	(noun)	action (separation)
-ion	(noun)	state (confusion), result (collusion)
-ist	(noun)	one who (finalist, typist)
-ward	(noun)	in the direction of (eastward)
-ment	(noun)	act of doing (punishment), state of being (dishevelment)
-ship	(noun)	quality (statesmanship), condition (receivership), state of (friendship), ability (showmanship), skill in (penmanship)
-ly	(adverb)	like (manly, friendly), in a way that is (warmly, greedily)
-wards	(adverb)	toward (upwards, downwards)

The syllable, -mit, is a common Latin stem (admit, omit, permit.)

Other suffixes are able, age, al, an, ance, ant, ary, eer, ence, ent, ern, ese, hood, ible, ic, ish, ive, ize, ling, th (number words).

c. Common Endings and Prefixes (McKEE)

-able	-en	-ful	-less	-s
dis-	-er	-ing	mis-	-y
-ed	-est	-ly	-ness	un-

d. Common Syllables (McKEE)

be	able	cle	com	de	dle	en
ex	fle	for	gle	in	ment	pre
tion	fy	ty				

10. A compound word is a word made by putting two or more words together and is used as a single word.

a. Some compound words are hyphenated.

Examples: forty-four warm-hearted jack-in-the-box

b. Some compound words are solid compounds.

Examples: postmark daylight whatsoever

c. Some are two-word compounds.

Examples: apple tree car fare ice cream mail box

11. A hyphen is used:

a. To combine two words.

b. At the end of a line of print when there is not room to finish a word on one line.

12. Contractions are a short way of writing and saying two words together.

One Letter Omitted	Two Letters Omitted	Three or More Letters Omitted
didn't	you'll	we'd
they're	we've	o'clock (of the clock)
it's	she's	you'd
I'm	they've	there'd
let's	who'll	he'd

13. Possessives show ownership.

Examples her's the boy's football boys' club

B. SOME PRINCIPLES OF STRUCTURAL ANALYSIS

1. In some inflected and derived forms, the final consonant is doubled.

   a. In words of one syllable, a final single consonant is doubled:

      . If the word ends in a single consonant

      . If the consonant is preceded by a single vowel

      . And if the ending begins with a vowel, as ed and ing.

   b. If the word has more than one syllable, the final consonant is doubled:

      . If the final syllable ends in a single consonant

      . If the consonant is preceded by a single vowel

      . If the ending begins with a vowel

      . And if the last syllable is accented.

Examples:	Doubled	Not Doubled	May Be Spelled Either Way
	occurred	offered	travel
	compelled	opening	traveled
	preferred	suffering	travelled
	allotting	happened	
	omitting	profited	cancel
	controlled	buttoning	canceled
	admitted	remembering	cancelled
	beginning	labeling	

2. In some inflected and derived forms, a final e may be dropped before an ending or suffix beginning with a vowel is added.

   Examples: making raked dyeing

3. In some inflected and derived forms, a final y is changed to i before the ending or suffix.

   a. If the y is preceded by a consonant, change the y to i before adding an ending or suffix beginning with a vowel.

      Examples: cry cries dry dries baby babies berry berries

   b. Do not change y if it is preceded by a vowel.

      Examples: valley valleys tray trays

4. If the root word ends in f, the f may be changed to v before an ending is added.

   Examples: scarf scarves shelf shelves calf calves roof roofs

5. The consonant x is never doubled before an ending is added.

   Examples: box boxes boxing boxed

6. Plurals of words ending in s, sh, x, z, or ch are formed by adding es.

   Examples: passes fishes boxes buzzes churches

C. DOUBLE CONSONANTS

Some writers designate as double consonants any two consonants which come together, whether they are the same or different letters. This section, "Double Consonants," however, describes two consonants which are the same or "twins."

1. If the two consonants between two vowels in a root word are double or twin consonants, the word is likely to have two syllables.

   Examples: hap py rab bit bag gage squir rel

   Exception: Butte (proper name)

2. If a double consonant in a root word is followed by a vowel, the word is divided between the consonants.

   Examples: cop per set tler fer ry

3. A single vowel before a double consonant is usually short.

   Examples: peb bles lit tle tun nel

4. In pronouncing words with double consonants:

   a. One of the consonants is usually silent.

Examples:	muff	muf	syllable	sil ə bəl
	butter	but ər	getting	get ing
	allow	ə low	attention	ə ten shən
	syllabication		sə lab ə ka shən	

   b. The consonant is usually pronounced if the syllable is accented.

Examples:	shallow	shal' o	apply	ə pli'
	differ	dif' ər	supply	sə pli'
	gallop	gal' əp	surround	sə round'

c. Sometimes both of the twin consonants are pronounced but each may have a different sound.

Examples: success suc sess accident ac si dent
suggest sug jest

5. In two-syllable words, twin consonant letters following the first vowel are usually a clue to:

C L U E

. An accented first syllable and

. A short vowel sound in the first syllable.

Examples: rib' bon mut' ter col' lar

6. If a single vowel letter is followed by two consonant letters (either double consonants or two different consonants) before an ending, the vowel in a one syllable root word is probably short unless it is followed by the letter r or l.

C L U E

Examples: camping batter (farming) (calling)
skipping dishes (warmed) (filling)

III. SYLLABICATION

A. SOME UNDERSTANDINGS OF SYLLABICATION

1. SYLLABICATION (or syllabification) is the division of words into syllables.
2. A SYLLABLE is a word or a part of a word that contains one vowel sound.
3. A knowledge of the principles of syllabication will aid in pronouncing words and, in most cases, will help in spelling them. Syllabication often becomes one of the most valuable clues to word recognition used by mature readers.
4. Syllabication involves the application of principles of both structural and phonetic analysis.
5. A syllabic unit is a pronunciation unit.
6. A word contains as many syllables as there are vowel sounds.

Examples:

SEE VOWELS	HEAR VOWEL SOUNDS	NUMBER OF SYLLABLES	
1	1	1	cat, run, he, my, twelfths
2	1	1	make, rain, bridge, know, hour, scratched, thought
3	1	1	please, aisle, brusque, pause, feigned
4	1	1	league, queue
2	2	2	lady, rabbit
3	2	2	prepare, decide, conceal, collapse

SEE VOWEL	HEAR VOWEL SOUNDS	NUMBER OF SYLLABLES	
4	2	2	believe, because, creature, clearance, rehearse
3	3	3	potato, Idaho, radio, idea
4	3	3	imagine, relation
5	3	3	maintenance, peaceable, featherweight, pasteurized
4	4	4	arithmetic, secretary, gentility
5	4	4	locomotive, manufacture, speedometer
6	4	4	surreptitious, commercialize, compassionate
5	5	5	hydrophobia, refrigerator, transcontinental, opportunity, Pennsylvania
6	5	5	discrimination, readability, commemoration, underestimate, civilization
6	6	6	responsibility, commemoratory, gubernatorial, bacteriology, congratulatory
7	6	6	capitalization, characterization, conventionality
7	7	7	characteristically
13	13	13	antidisestablishmentarianismical

7. In syllables there are signs to tell whether the vowels are long or short.

8. The rules for vowel differences apply to each syllable in a word.

See Section I B, Some Principles of Phonetic Analysis.

9. The children should understand that the rules of syllabication do not apply to all words.

10. A dictionary or glossary is the best source of information about syllables but children should be taught to use the rules of syllabication first in working out the pronunciation of words and then to verify with the dictionary.

11. STEPS IN SYLLABICATION (GINN)

    . Applying principles of syllabication

    . Dividing words into syllables

    . Discriminating between accented and unaccented syllables

    . Marking accented syllables

    . Noting division of words at end of line

    . Noting primary and secondary accents.

B. SOME PRINCIPLES OF SYLLABICATION

1. Sometimes a vowel forms a syllable by itself.

   Examples: vi o let ra di o i de a stu di o o bey

2. In some words, the first syllable is a known word.

   Examples: laugh ter paint er help ful

3. Sometimes two vowels sound like one in a syllable (vowel digraph.)

   Examples: breathe breath

4. If a double or twin consonant in a word is followed by a vowel, the word will be likely to have two syllables.

   Examples: ot ter beg gar lad der

5. Two consonants coming together in words of more than one syllable are usually divided unless they form a digraph (th, wh, sh) or a blend (bl, st.)

   Examples:

stam mer	put ting	pen cil	car pet
bet ter	din ner	ad *vise*	*win dow*
run ning	bot tom	en ter	per son
rat tle		num ber	ac tor

   Exceptions: tow head tow hee cow herd

6. When three consonants occur in unbroken succession, it is customary to divide after the first consonant.

   Examples: an gry chil dren kin dred

7. A single consonant between vowels may go with either vowel to form a syllable. The children should be taught to try saying the word with the consonant in the first syllable. If it does not sould like a word they know, then they should try saying the word with the consonant in the next syllable.

Examples:

prom ise	sal a ry	be gan	ti ger	mo tor
Sat ur day	lib er ty	va cant	de mand	si lent
lem on	sec ond	ba con	la dy	
col or		sa lute		

8. Compound words are usually divided between word parts, and between syllables within these parts.

Examples:	
basketball	bas ket ball
secondhand	sec ond hand
bookkeeper	book keep er
businesslike	bus i ness like
battleship	bat tle ship

9. Prefixes and suffixes usually form separate syllables.

Examples: be friend friend ly

Exception: ac tor

10. A separate syllable is formed when the suffix er is added to a monosyllable.

Examples: writ er sing er

11. Endings ment, ness, sion, cion, and tion usually form separate syllables.

Examples:		
es tab lish ment	ten der ness	sus pi cion
em bar rass ment	thank ful ness	pro mo tion
en ter tain ment	sus pen sion	ab bre vi a tion
	as cen sion	

12. The endings able and ible each form two separate syllables.

Examples:		
de pend a ble	peace a ble	di vis i ble
fash ion a ble	change a ble	ed i ble
		ter ri ble

13. The ending ed has three sounds:

- t sound, as in checked, knocked, dished, squawked, hopped
- d sound, as in bowed, drowned, failed, showed
- ed sound when added to words ending in t or d letters or sounds

Examples:

trotted	lifted	crowded	landed	folded
painted	waited	decided	scolded	added
wanted	rooted	clouded	nodded	waded
	noted	stampeded		(ragged)

14. Consonant digraphs (speech sounds such as ph, wh, th, ck, gn, and sh) and consonant blends (such as pl, cl, cr, tr, and st) are usually treated as single consonants when dividing words into syllables.

Examples:

li brar y	lob ster	a shamed	du plex	thick et
um brel la	sur prise	a blaze	de stroy	fa ther
in stant	con trol	se cret	tel e phone	
re ply	chil dren	ex plain	moth er	

Exceptions:

sec re ta ry	Feb ru ar y	Bos ton	rec re a tion
res ig na tion	sus pen sion	bas ket	mis take

15. When the two consonant letters ph make only one speech sound, they are usually not separated when a word is divided into syllables. However, they are divided in the word hap haz ard and each letter, p and h, is sounded.

16. If the last syllable of a word ends in le preceded by a consonant, that consonant usually begins the last syllable.

Examples:

a ble	cra dle	nee dle	nes tle	aisle (one
la dle	mar ble	bub ble	wres tle	syllable
Bi ble	bri dle	star tle	whit tle	not divided)
ma ple	peb ble	trea dle		
	gig gle			

Exceptions: pick le crack le knuck le freck le

17. A closed syllable is one which ends in a consonant.

Examples: bas ket con sent

18. A single medial vowel in a one-syllable word or in a closed syllable is usually short.

Examples:

cab	kid	top	tem ple	dog wood
get	but		hop ped	

19. An open syllable is one which ends in a vowel.

Examples: fla vor no tice

20. A vowel at the end of a one-syllable word or in an open accented syllable is usually long.

Examples:				
	he	ra di o	ca ble	bro ken
	my		se cret	stu pid
	she		mu sic	bri dle

21. The two-letter consonant symbols, ch, sh, and th, may go with either syllable.

Examples:			
	satch el	fa ther	cush ion
	kitch en	nei ther	fash ion
	ma chine	gath er	bush el
		moth er	di shev el

22. The letter x always goes with the preceding vowel to form a syllable.

Examples: tax i ex act hex ag o nal

23. The syllable ex is sometimes

- a prefix used to form hyphenated compound words, such as ex-president
- a prefix meaning from, out, beyond, away from, upward
- a syllable used at the beginning of a word, as exit, exact, exile

24. The letter v may go with the vowel that precedes it or the one that follows it.

Examples: sev en e ven trav el lev el ev er

25. The letters ck go with the preceding vowel and end the syllable.

Examples: lock et crack le pick le chick en

26. Sometimes when l, m, or n, comes at the end of a word it forms a syllable by itself. These letters often are referred to as "syllabic l, m, and n," and are shown in Webster's dictionary by the symbol, ˈ. The Thorndike dictionary uses a schwa symbol, (ə), before the final letter.

Examples:	WEBSTER	THORNDIKE
garden	gar dˈn	gar dən
prism	prizˈm	priz əm
wooden	woodˈn	wood ən
little	litˈl	lit əl
listen	lisˈn	lis ən
huddle	hudˈl	hud əl

27. When dividing words at the end of a line, remember that:

- A word is always divided between its syllables.
- A word is never divided if it has only one syllable.
- A word is never divided if it has only three or four letters even if it has more than one syllable, as any and lion.
- When the ending ed has been added to a word but is not pronounced as a separate syllable, the word is not broken, as in splashed, hopped.
- A one-vowel syllable should never begin the second line of a hyphenated word, as in ed u - cate, not ed - u cate.

C. DICTIONARY

1. STEPS IN DICTIONARY USAGE

- Using alphabetical arrangement
- Using guide words
- Checking syllables and accents
- Interpreting pronunciation symbols
  - Phonetic spelling
  - Diacritical marks
  - Pronunciation key

2. In teaching the children to locate words quickly in the dictionary, it is helpful for them to divide the dictionary into thirds or fourths. The letters in the alphabet are usually located in the dictionary as follows:

When Divided into Thirds		When Divided into Fourths	
First part --	A to G	First part --	A to D
Second part --	H to P	Second part --	E to L
Third part --	Q to Z	Third part --	M to R
		Fourth part --	S to Z

3. Each symbol in the printed pronunciation of a word stands for a sound. There are no silent symbols in the pronunciation.

4. SOME DIACRITICAL MARKINGS

MACRON (mā' krŏn) - a short, straight, horizontal mark (-) placed over vowels to denote long quantity.

Examples: mē bāke

BREVE (brĕv) - a curved mark (ˇ) used to indicate a short vowel or syllable.

Examples: păt păttern bĭtter

CIRCUMFLEX (⁀) used to indicate the special sound the vowels a, o, and u, have when they are influenced by the r.

Examples: (WEBSTER) câre hôrse

TILDE (til' də) a wavy line (~) used to indicate a special sound.

Examples: (WEBSTER) clev ẽr doll ãr

doc tõr

(THORNDIKE) ã in cãre

DIERESIS (di er' e sis) two dots (¨) used:

a. Over letters to indicate the ü of rüle and ä of fäther.

b. Over the second of two consecutive vowels, especially of a diphthong, to show that it is pronounced as a separate syllable.

Examples: cooperate naive

Sometimes a hyphen is used instead of the dots.

Example: co-operate

This pronunciation is also spelled -- diaeresis.

(SYNERESIS the contraction of two consecutive vowels or syllables into one syllable, especially so as to form a diphthong: opposed to dieresis.

Also spelled synaeresis. (WEBSTER)

It does not have a mark.)

SCHWA — an unaccented, neutral vowel, represented by the phonetic symbol, ə, (inverted e.)

Examples: a in about (ə bout')

o in lemon (lem' ən)

e in telescope (tel' ə scope)

TRANSVERSE BAR — a line drawn through th to indicate the hard sound ~~th~~.

IV. ACCENT

Children should have training in hearing accented and unaccented syllables before using the dictionary to locate them. Remember that auditory training precedes visual training. Tapping out the syllables lightly in the palm of one hand will help the children recognize the number of syllables and the accented one(s). Through hearing and working with accented and unaccented syllables, the children should be guided in forming generalizations which concern accented syllables.

A. SOME UNDERSTANDINGS ABOUT ACCENT

1. All one-syllable words are accented.

   Examples: run skip

2. Accent affects vowel sounds.

   Examples: ai - captain contain a - able about

3. In a two- or three-syllable word, one syllable is usually stressed or accented more than the others; however, there may be two primary accents in one word.

   Examples: re quire' ment won' der full' -blown'
   sharp' -sight' ed

4. The first syllable in a word of two or three syllables is usually accented unless a prefix is used.

   Examples: chil ' dren chick ' en il ' lus trate
   reg' is ter

5. Prefixes and suffixes are usually unaccented syllables.

   Examples: un hap' py hap' pi ly hap' pi ness

6. In inflected or derived forms the accent usually falls on or within the stem word.

   Examples: fluf' fi er dif' fer ence un grate' ful

7. Vowel sounds in unaccented syllables are usually softened. In some dictionaries the schwa symbol (ə) is used to represent this unaccented sound.

   Examples: Indian In' di ən offer of' ər

8. The accent may be different when a suffix is added. After a suffix is added, the syllables may be divided differently.

   Examples: in form' in for ma' tion

   in' jure in ju' ri ous

   dis trib' ute dis tri bu' tion

9. Frequently the accent is different when the word is used as a noun, verb, or an adjective. The meaning is changed as well as the pronunciation.

Noun	Adjective	Verb
con' tent	con tent'	con tent'
rec' ord	rec' ord	re cord'
pres' ent	pres' ent	pre sent'
con' duct	----------	con duct'
sub' ject	----------	sub ject'

10. Words derived from English forms usually keep their heavy, or primary, accent on the root word.

    Examples: con tin' ue con tin' u al con tin' u ous

11. In words derived from foreign roots the primary accent may move from syllable to syllable as the word is lengthened.

    Examples: pho' to graph pho tog' ra phy pho to graph' ic

    pub' lic pub lic' i ty pub li ca'tion

12. The trend in America is toward accenting the first syllable of a word. The children should try that one first and if the word does not sound right, then they should continue pronouncing the word, accenting each succeeding syllable until the word does sound right.

13. The final check on the pronunciation of a word, until the children learn to use the dictionary, must always be:

    "Is that a word that I know?"

    "Does it make sense in this sentence?"

B. SOME PRINCIPLES FOR DETERMINING ACCENTED SYLLABLES

1. If de, re, be, ex, in, or a is the first syllable in a word, it is usually unaccented.

   Examples: de cide' re li' a ble be hind'
   in fer' a bove' ex plain'

   "Ex" is accented when it is the first syllable but is not a prefix.

   Examples: ex' it ex' pert ex' er cise
   ex' tra ex' tract

2. A final syllable ending in le is usually unaccented.

   a. If the final syllable in a word ends in le preceded by a consonant, the final syllable is unaccented. (The le takes a syllabic l sound -- 'l (WEBSTER) or the əl pronunciation (THORNDIKE).

      Examples: bub' ble ma' ple can' dle spar' kle

   b. The syllable before an le syllable is usually accented.

      Example: sad' dle

3. The suffixes tion, sion, cion, and ture are seldom accented. The accent is usually on the syllable before tion, sion, and ture.

   Examples: com bus' tion con fu' sion ad ven' ture
   va ca' tion sus pi' cion

4. In most two-syllable words that end in y preceded by a consonant, the first syllable is accented and the second is unaccented.

   Examples: bug' gy ba' by ci' ty

C
L
U
E

5. In words of more than one syllable ending in er, the last syllable is usually unaccented. CLUE

   Examples: farm' er bet' ter dip' per

6. Two like consonant letters following the first vowel in a two-syllable word are a clue to an accented first syllable and to a short vowel sound in that syllable. CLUE

   Examples: rib' bon mut' ter col' lar rub' bish

7. The letters ck following a single vowel letter are a clue to an accented syllable and to a short vowel sound in that syllable. CLUE

   Examples: jack' et chick' en chuck' le

8. Two vowel letters together or two vowel letters, one of which is final e, in the last syllable of a word are usually a clue to an accented final syllable and a long vowel sound in that syllable. CLUE

   Examples: in load' re ceive' re make'

9. In two-syllables words ending in final e preceded by c or g, final e is a clue to the soft sound of c or g but not necessarily a clue to accent or to a long vowel sound. CLUE

   Examples: ar range' cab' bage ad vice' no' tice

10. If the vowel sound is long in the last syllable of a two-syllable word, the last syllable is usually accented.

    Examples: in deed' a way' re main' re peat'

11. Two like consonants following a single vowel before the ending in an inflected form of a word are a clue to an accented final syllable in the root word and a short vowel sound in that syllable unless the vowel sound is controlled by the r sound. CLUE

Examples: ad mit' ting for get' ting pre fer' ring

12. A single consonant following a single vowel before the ending is usually a clue to the schwa sound in an unaccented final syllable of the root word. CLUE

Example: o' pen ing

13. A single consonant following a single vowel before the ending may be a clue to a long vowel sound and a dropped e in an accented final syllable of the root word. CLUE

Examples: sur pris' ing de bat' ed be haved'

sa lut' ed

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